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ABSTRACT

Camping Out is an outdoor education program designed to meet the needs of hearing-impaired, mentally retarded children. The program aims to help children overcome language deficits and restrictions of their limited environments while learning recreation skills which can enhance their motor, cognitive, and affective skills. The program covers seven instructional areas: importance of camping, setting up/taking down a tent, care and use of a sleeping bag, hiking, care and use of a daypack or backpack, building and putting out a campfire, and daily living skills. Each section (except the last) lists target vocabulary associated with that skill, a detailed task analysis of steps involved in each activity, and suggestions for teaching each step. Assessment tools are designed to record the skills of an individual student in all content areas and to monitor the performance of an entire group on each skill unit. Flash cards are used to aid in instruction of the target vocabulary. Implementation of the program is aided by providing: suggested activities for teaching the vocabulary, a glossary of signs for the vocabulary words, recommendations and price ranges for equipment, a continuum of instructional settings for the program, and a checklist of supplies for an outdoor experience. (JDD)

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CAMPING OUT

An Outdoor Education Program

By Mark Jenks
Illustrations by John and Pat Furman

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® Communication Skill Builders
Therapy Skill Builders

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Dedication

This work is dedicated to my wife Janis and my children Jamie and Cory whose love, support, and understanding meant so much in helping me to develop this program.

This book is also dedicated to the memory of John Furman, who passed away in February of 1988. John and his work will be greatly missed by all his friends and by the students he helped along the way.

About the Author

Mark Jenks received the M.S. in physical education with a concentration in adapted physical education from State University of New York College at Brockport. He received the B.S. in physical education at SUNY College at Cortland. He has taught adapted physical education to children who are hearing-impaired and multihandicapped at the Arizona School for the Deaf and Blind since 1982. Mr. Jenks has demonstrated his strong commitment to providing physical and recreational education to handicapped children by acting as State Coordinator of Arizona Sports for Cerebral Palsy. From 1983 to 1985 he was the Coordinator of the Arizona Special Olympics Training Program in Pima and Santa Cruz counties. *Camping Out: An Outdoor Education Program* is a Synthesis Project Mr. Jenks completed as part of his Master's degree.

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Background

Mental retardation is frequently a secondary handicapping condition in children with hearing impairments. At present there is a lack of materials and programs designed to meet the unique needs of the hearing-impaired, mentally retarded population. In particular these children need to overcome their language deficits and the restrictions of their limited environments. They need to learn recreation skills in order to make effective use of their leisure time. Recreation skills also can enhance the motor, cognitive, and affective skills of these students. *Camping Out* is an outdoor education program designed to meet all these needs.

THE SIZE OF THE POPULATION

A significant percentage of children with hearing impairments are classified as hearing-impaired multihandicapped, as substantiated by data from the Office of Demographic Studies. The number of students with additional handicaps included in the Annual Survey of Hearing Impaired Children and Youth has risen from the initial survey in 1968 and now represents approximately 80% of the hearing-impaired children attending programs (Tweedie and Shroyer 1982). As of October 1986, of the 47,241 deaf children enrolled in educational programming in the United States, 9,054 (or 19%) were multihandicapped (Directory of Services for the Deaf 1987). Data from Craig and Craig (1975) indicates that this percentage has remained relatively stable over the past decade. In 1974, the total population of deaf multihandicapped children totaled 10,976 (or 21%) out of a total of 53,009 deaf students enrolled in educational programs.

The most prevalent additional handicapping condition is that of mental retardation, accounting for one-fourth to one-third of the students who are considered hearing-impaired multihandicapped. Craig and Craig (1975) note that out of the 10,976 deaf multihandicapped students in their report, 3,165 (34%) had mental retardation. The most recent statistics indicate that of 9,054 children described as deaf multihandicapped, 2,359 (or 26%) were mentally retarded.

THE NEED FOR AN OUTDOOR EDUCATION PROGRAM

These individuals require specialized programming to meet their unique educational needs. Because educational programming for this group has had to develop rather suddenly, many voids in programming still exist. Several problems have been identified (Moores 1978):

1. A serious lack of materials for low-verbal and low-functioning deaf persons
2. Minimal attempts to share information regarding education and rehabilitation opportunities for severely multihandicapped persons
3. Inconsistent use of behavior modification techniques
4. Lack of trained personnel to deal with children who are multihandicapped hearing impaired

Healy (1975) found that programs designed to serve individuals with the dual disabilities of mental retardation and hearing impairment are too few in number, often poorly coordinated, and insufficiently funded. Of 150 teachers surveyed, 85% cited a need for additional training in working with deaf, mentally retarded students. The paucity of programs specifically designed to train teachers of mentally retarded deaf children has been a major hindrance to the development of effective programs (Moores 1978). This point is echoed in a quote from a teacher with 14 years' experience teaching this population:

> In my mind I cannot accept courses for the teaching of the mentally retarded as being of value for the teaching of mentally retarded deaf children. . . . The help I need will not come from taking courses on mental retardation or courses on deafness. It will come from courses on the mentally retarded deaf (Moores 1978).

Obviously there is a critical need to develop educational programs and materials for this population. Nowhere is this need more evident than in the area of outdoor education. An extensive search of the literature revealed that there was not *one* outdoor education program designed specifically for hearing-impaired mentally retarded individuals. Moreover, a nationwide survey conducted by Gallaudet University demonstrated a lack of outdoor recreational programming for these children. The educators responding to the survey expressed a desire for more programming of this type to be made available (Calloway 1986).

NATURALISTIC LANGUAGE TRAINING

Language development is another important area of concern in hearing-impaired children. The premise that social context influences language meanings has become known as a pragmatic perspective. The area of pragmatics has gathered a great deal of momentum since the 1970s and is now becoming a major focus in many educational settings (Lund and Duchan 1983). Hence, a number of professionals in deaf education advocate teaching language skills in the most natural setting, as illustrated in the following quote. ". . . separating language from the context in which it occurs distorts its nature and obscures its communicative function. Descriptions of an individual child's language can be meaningful only when framed by the events and purposes that engender the language" (Lund and Duchan 1983). In fact, naturalistic language teaching has a long history in deaf education (Moores 1978). In 1876 Pettingil argued that a natural method of language teaching was theoretically sound and could be employed in schools designed for educating the deaf. In initiating the Rochester method in 1878 Westerveldt believed that language could be learned best in a natural setting, with special emphasis on instruction during play situations. Alexander Graham Bell's publication of the methods he employed tutoring George Sanders show that he used play to a great extent and organized his lessons around toys and games. More recently, Groht argued that language principles are best taught to hearing-impaired youth in natural settings and then practiced through games and stories (Moores 1978).

Experts agree that the hearing-impaired mentally retarded child needs experience in a natural context. Naiman (1985) explains that these children frequently are deprived of many positive experiences due to their restricted environments. Experience with this population has shown that students have more success when language development activities involve interpersonal interaction rather than formal drill (Naiman 1985).

Outdoor activities are a part of recreation and leisure, and leisure skills are an extension of play behavior (Verhoven, Schleien, and Bender 1982; Wehman 1979). Therefore, it follows that outdoor activities, whether on the playground or on a hiking trail, are an ideal natural context for hearing-impaired mentally retarded children to develop language. By taking language specific to a particular skill, such as camping, and developing it in a natural situation, such as the outdoors, you are ensuring acquisition of meaningful and functional language. In turn, children will use that language to enjoy more completely the experiences and thrills of the great outdoors. In addition, participating in outdoor activities will place these students in a variety of new environments and facilitate greater social contacts with their peers. An outdoor education program that emphasizes language development has many potential benefits for hearing-impaired mentally retarded children.

PHYSICAL AND RECREATIONAL EDUCATION

Another important reason for providing an outdoor education program for these children is that recreational activities can enhance physical, social, and intellectual skills in handicapped children. The importance of physical fitness for nondisabled children is certainly recognized by most people, but the importance that physical fitness has for the handicapped child may not be as well understood. Quite often handicapped children must expend more energy to perform the same activities as their nonhandicapped peers (Verhoven, Schleien, and Bender 1982). The ability to move and explore one's environment is also a key in a child's early learning experiences (Bender 1984; Verhoven, Schleien and Bender 1982; Winnick 1979).

Physical and motor development can be improved in some children with disabilities by providing recreation experiences based on physical activity (Bender 1984). More specifically, camping experiences have been shown to enhance psychomotor development and to develop new or more complex motor, visual, language, personal, and social skills (Bender 1984; Baer and Stanley 1969). The results of several studies indicate that recreational activities can enhance communicative, cognitive, and academic skills in mentally and physically disabled students (Bender 1984; Verhoven, Schleien, and Bender 1982). Surely the 2000 to 3000 mentally retarded children enrolled in programs for the deaf in the United States have a right to the recreational experiences necessary for optimal psychomotor, affective, and cognitive development. Research indicates that poor motor development is often due to lack of exposure to, and experience in, motor activities (Verhoven, Schleien, and Bender 1982). Participation in recreational activities, such as those in *Camping Out*, can provide the handicapped child with an opportunity to practice these psychomotor skills.

Another rationale for developing a program of this sort for hearing-impaired mentally retarded children is the ever-growing interest in *effective use of leisure time*. During their school years, these children generally have their days planned and filled with activities from early morning until just before bedtime. Generally any free time they have is spent watching TV or sitting on a swing on the playground. By spending their time in a non-productive manner, the children are not being prepared for the day when they will have a great deal of leisure time without any idea how to use it effectively. Research conducted in the late 1960s and early 1970s revealed that mentally handicapped adults exhibited little productive use of their available leisure time when given the opportunity for productive activities (Verhoven, Schleien, and Bender 1982). These findings indicate a need for programming in educational and institutional settings that will prepare students for their adult lives, when leisure time will be a generous commodity.

AFFECTIVE AND SOCIAL DEVELOPMENT

A final area that appears to be influenced by recreational experiences is affective and social development. These experiences can enhance the self-image of handicapped children (Verhoven, Schleien, and Bender 1982) and improve the image they have of their bodies (Bender 1984). Recreational experiences such as camping can encourage development of a number of behavioral and social skills: cooperation, self-care, self-help, social adjustment, acceptance by others, self-directed and problem-solving behavior, emotional control, and leadership qualities (Bender 1984; Verhoven, Schleien, and Bender 1982).

LEGAL RIGHT TO EDUCATION

The Education for All Handicapped Children Act of 1975, PL 94-142, guarantees that "all handicapped children have available to them a free, appropriate public education which emphasizes special education and related services designed to meet their unique needs" (Verhoven, Schleien, and Bender 1982). Recreation is included as a *related service* in the law, and leisure education includes a variety of recreational activities. Therefore the law provides a significant legal base on which to build a leisure education program. Such a program can be included in an adaptive physical education program, a public or residential school program, a therapeutic recreation program, or an outdoor education program.

SUMMARY

In summary, it appears that an outdoor education program for hearing-impaired mentally retarded children, such as the program contained in *Camping Out*, would be of tremendous benefit. These children are part of the growing population of multihandicapped hearing-impaired youth who are presently without any kind of quality outdoor educational program that is designed specifically for them. Such a program would provide them with the opportunity to develop physically, cognitively, emotionally, and socially. Perhaps even more importantly, outdoor activities provide an excellent natural environment for these children to broaden their language base. By developing the necessary physical and language skills, these children are preparing themselves to use their leisure time better as adults. PL 94-142 establishes the right of these children to recreational services in the most appropriate setting. *Camping Out* is an outdoor education program that helps hearing-impaired mentally retarded children not only to develop an appreciation of recreational activities, but also to improve their physical fitness, self-care skills and ability to express themselves.

Introduction

"Whether a child is deaf or blind, he has more than enough senses remaining to enjoy being outdoors and to profit from learning about the outdoor world, its love, its work, and its pleasure" (Institute on Outdoor Education and Recreation for the Handicapped 1969). This statement has provided the basis for developing the *Camping Out* program. The need for such a program has been documented through an in-depth review of the available instructional programming in this area, as well as through personal experience teaching this population in outdoor recreational settings.

PURPOSE

These materials have been designed to provide hearing-impaired mentally retarded children with the skills necessary for safe and successful participation in outdoor recreational activities. In addition, the materials have been structured to teach language associated with these activities. The vocabulary has been selected carefully to ensure the maximum functional usage. According to Stremel-Campbell (1982), the use of functional vocabulary will promote faster acquisition and greater retention of language skills.

Camping Out provides students with the opportunity to practice skills in an actual outdoor situation, which allows for better retention of the target skills and vocabulary. The program is based on the premise that students learn more through active participation than passive instruction. Moreover, through immersion in a variety of physical and social environments, students can learn new skills, focus on their abilities, and enhance their understanding of themselves and others (Rudolph and Tuckner 1986).

Camping Out provides participants with many secondary benefits. Children with multiple handicaps frequently do not have the opportunity to learn recreational skills or leisure time activities. Participants in this program will learn to use their leisure time more constructively, both as children and as adults. *Camping Out* also provides a context for group interaction in a natural environment, which will promote the children's social and affective development.

COMPONENTS

Camping Out consists of this instructional manual and flash cards for teaching the target vocabulary. The materials will provide students with minimal competencies in five skill areas associated with camping: tenting, hiking, use of a sleeping bag and backpack, and lighting campfires.

Instructional Units. The instructional manual contains information in seven instructional areas:

1. Why camping is important
2. Setting up and taking down a tent
3. Care and use of a sleeping bag
4. Hiking
5. Care and use of a daypack or backpack
6. Building and putting out a campfire
7. Daily living skills

Each section except the last lists target vocabulary associated with that skill, a detailed task analysis of the steps involved in each activity, and suggestions for teaching each step. Task analyses and target vocabulary have not been included for the daily living skills section because this information is readily available from other sources. The teaching suggestions are provided to assist in teaching the skill, as well as to stimulate new ideas for instruction. Instructors are encouraged to come up with new and innovative ways of teaching these outdoor recreational skills. The selected vocabulary words are listed at the beginning of each section. Each word is presented again at the end of the section in a sample sentence that can be used to teach use of the vocabulary in context.

Recordkeeping. Instructors should be able to document the progress that participants are making in any educational program. Therefore, assessments cover all the skill areas as well as applicable daily living skills. These assessments are designed to document the progress of an individual student. Separate Skill Checklists also are provided for each skill unit. These checklists can be used to monitor the performance of an entire group simultaneously.

Flash Cards. The vocabulary words are all represented on flash cards to aid instruction. Each card contains a picture of the target object, action, or skill on one side. The word is printed on the reverse side of the card. Line up the cards on a bulletin board or chalk rail to make simple sentences. Ten additional blank cards have been provided to allow for inclusion of additional vocabulary and to assist in building the sentences provided at the end of each skill section. The blank cards are laminated so you can draw on them, then erase the words or pictures at the end of each skill unit.

Implementing the Program. This section contains the following information to help in managing the *Camping Out* program:

Suggested activities for teaching the vocabulary

A glossary of signs for the vocabulary words

Recommendations for equipment to buy

Price ranges for camping equipment

A continuum of instructional settings for the program

A checklist of supplies to pack for an outdoor experience

INSTRUCTIONAL AUDIENCE

The target population of this program are children who are both hearing-impaired and mentally retarded. With minor adaptations, this program is also applicable to normally hearing children who are mentally retarded or learning disabled. It is the intent of *Camping Out* to include as many of these handicapped children as possible within its parameters. Any child with sufficient strength and alertness who has an interest in participating should be permitted to do so. It is the responsibility of the instructors using the program to judge whether each child is capable of participating safely and successfully.

Any child who has been diagnosed as having a hearing loss between 37dB and 91dB or more is considered hearing impaired (Winnick 1979). Children with a good deal of residual hearing can participate along with children who are profoundly deaf or have no hearing at all. The program also can accommodate hearing-impaired children who fit into any one of the four categories of mental retardation: mild, moderate, severe, and profound. It is understood that a child who is profoundly mentally retarded will not participate to as great an extent as a child who is mildly mentally retarded. However, it is important that all children have the opportunity to participate in the program to the best of their abilities. The age of the participants is also quite flexible. A six-year-old child who is active should have the physical ability to participate in many of the skills included in the program.

You certainly do not want to endanger anyone's health or well-being on an outdoor experience. The best way to ensure the participants' safety is to make sure you have an appropriately-sized group. Establishing manageable student-to-staff ratios will also make possible an outdoor experience that has a positive and long-lasting effect on every child and adult involved in the program. First, use the skill checklists included in this program to determine the participants' ability to perform the necessary skills independently. Here are some basic guidelines to follow depending on the students' abilities:

1. When members of the group perform the requisite skills with an average to above-average degree of independence, the ratio of students to staff should be **4:1.** Usually, but not always, this group will be mildly mentally retarded or learning disabled.
2. For children who require some initial physical assistance to perform the skills, but do demonstrate the ability to continue a task independently once given some initial help, the ratio should be **3:1.** Children who fall into this category usually are either moderately mentally retarded or have a more severe learning disability.
3. Finally, for those children who are severely or profoundly affected and need constant physical help or prompting to carry out the skills contained in this program, the ratio should be **2:1.**

INSTRUCTIONAL SETTINGS

Perhaps the greatest benefit of all is that *Camping Out* provides educators with the chance to teach students who are hearing impaired and mentally retarded in settings other than the classroom. The classroom experience can only partially offset the impact of a severe hearing loss on learning. For real learning to occur, these children must have the opportunity to touch and feel and experience their world directly. The outdoor education experience affords the opportunity for this type of learning as no other setting can. The section entitled Continuum of Outdoor Experiences describes a hierarchy of settings in which to implement the program, beginning with the most controlled conditions around the school and progressing to a backpacking trip that can be several days in length.

USERS

It is expected that this outdoor education program will be a resource that can be used by a variety of educational disciplines in meeting the unique recreational, physical, social, emotional, and educational needs of this population. The materials have been designed to be used by a variety of educational professionals, including physical educators, recreation specialists, classroom instructors, adaptive physical education specialists, and dormitory personnel. *Camping Out* teaches skills that are included under a variety of disciplines. The following list demonstrates how the skills in this program are applicable to a variety of educational disciplines:

Discipline	Skill
Recreation/ Physical Education	• Practice setting up and taking down a tent
	• Demonstrate how to roll out and roll up a sleeping bag
	• Learn how to use and care for a daypack or backpack
	• Develop the cardiovascular fitness to participate on a three-kilometer hike
	• Demonstrate the appropriate procedure to follow when building a fire
	• Explain why camping is important
Classroom	• Increase vocabulary by using the terms contained in the program
	• Use vocabulary cards to relate a camping experience
	• Write and read a story that relates to camping based on the vocabulary cards
Dormitory/Home	• Organize clothes and keep them neatly stored as is necessary in a tent
	• Brush teeth in the morning and evening
	• Pick up and clean room or tent
	• Shop for and pack the necessary supplies
Vocational	• Prepare meals that also can be prepared on a camping trip
	• Learn how to wash and dry dishes
	• Learn the dangers of fire

Instructional Units

This section contains information in seven areas related to camping:

Why camping is important
Setting up and taking down a tent
Care and use of a sleeping bag
Hiking
Care and use of a daypack or backpack
Building and putting out a campfire
Daily living skills

The first six units consist of a brief introduction followed by a list of relevant vocabulary, a task analysis, and suggestions for teaching each step in the task. Sample sentences demonstrate use of the selected vocabulary in context. The final unit, daily living skills, does not contain a task analysis or selected vocabulary because this information is available in several other sources.

WHY CAMPING IS IMPORTANT

The point to emphasize here is that while learning the skills included in the *Camping Out* program, students should also develop an understanding of why outdoor experiences such as camping are important to them. In this way the students' camping experience will be a total learning experience. The text provides four reasons why camping can be an important experience for handicapped children.

Of course, the students should also be allowed to give their own reasons why camping is important. If the reasons are appropriate, they can be added to the list provided on the following page. The students' reasons can be printed on the blank vocabulary cards provided.

Why Camping Is Important

Selected Vocabulary: relax, fun, learn, skills, enjoy, outdoors

Main Reasons	**Teaching Suggestions**
1. To **relax**	Role-play people having fun, learning new skills, and relaxing.
2. To have **fun**	Write a selected vocabulary word with some of the letters missing and have students fill in the missing letters (for example, t __ have f __ __).
3. To **learn** new **skills**	Give students one word, two words, or three words in a sentence and have them fill in the missing words (for example, to _____ _____ [have fun]).
4. To **enjoy** the **outdoors**	Locate pictures of people hiking, camping, and enjoying the outdoors. For example, cut out pictures from outdoor magazines. Have the students make a collage of the pictures. They can also describe the pictures or write stories about them.

SETTING UP AND TAKING DOWN A TENT

Enjoying the outdoors would not be complete without allowing campers the opportunity to spend a night in a tent. This home away from home offers young campers a great many pleasures. Putting up and taking down a tent also requires skill, coordination, and cooperation within a group. Because the tent offers a camper protection from nature's elements, it is important for the campers to understand that great care must be taken to protect this delicate shelter.

It is important that students have an opportunity to practice setting up and taking down a tent before going out on a camping trip. The following section will assist you to instruct students in the art of setting up and taking down a tent. The selected vocabulary will add to the students' understanding of the equipment and skills involved.

The tent of choice (see Recommended Equipment) is a dome tent that uses shock-corded poles. These tents are light yet sturdy and can hold between two and six people, depending on the size selected. The tent should be equipped with a rain fly for added protection.

Setting Up and Taking Down a Tent

Selected Vocabulary: set up, tent, ground cover, poles, through, loop, parts, take down, fold

Task Analysis	**Teaching Suggestions**
Setting Up the Tent	
The students will	
1. Take all tent fixtures out of the bag	
a. Unzip the bag	Take student's hand and unzip the bag to show how the zipper works.
b. Carefully take all the parts out of the bag	Demonstrate how to sort the parts. Ask each student to place one part in the appropriate pile.
c. Sort all similar parts into separate piles	Arrange the parts so that some piles contain the wrong parts and ask students to tell which is right and which is wrong.
2. Put down the ground cover	Put a blanket on the floor covering various objects. Have the students try lying down on the blanket to see how it feels.
a. Select an appropriate area	
b. Pick up any rocks, twigs, or other objects on the area selected	
c. Lay the ground cover flat on the ground	Have pairs of students practice unfolding a bed sheet and laying it flat on the ground.
d. Stake the four corners	Practice hammering nails, first into the ground and then into wood, to improve eye-hand coordination and strength.

Task Analysis	Teaching Suggestions
3. Set up the tent	
a. Arrange the tent on top of the ground cover	
b. Assemble the tent poles	Take the students' hands and assist them in assembling the poles. Gradually decrease the amount of assistance you offer them.
c. Slide the poles through the tent loops	Using a plastic tube or the cardboard tube from paper towels, have the students practice sliding the tent rod through the tube. Or practice sliding a belt through the belt loops of a pair of pants.
d. Put one end of each pole in an end pocket	Assist the students by showing them where the pockets are and assisting them to keep the poles supported when placing the poles in the second set of pockets.
e. Stake the tent firmly in the ground	Same method as staking the ground cover.
f. Learn how to open and close the tent	Be sure to emphasize that students must open and close the tent zipper very carefully so as not to get the zipper stuck.
g. Put on the tent cover (rain fly)	

Taking Down the Tent

The students will

1. Clean out the inside of the tent	
2. Take the rain fly off	Demonstrate how the rain fly is unhooked and placed over an object (such as a rope strung between two trees) so that it will dry.
a. Unhook the rain fly	
b. Place it in an area where it will dry	
3. Take down the tent	Place the students' hands on the stakes and then have them squat so that they will use their legs instead of their backs when pulling out the stakes.
a. Pull up the stakes	Show students how lightly tapping the stakes with a hammer will loosen them and make them easier to pull out.
b. Pull the tent poles out through the loops	Place the students' hands on the loop material to show how holding the material in place will help in pulling the poles out.
c. Fold the tent poles	

Task Analysis	Teaching Suggestions
d. Fold the tent and roll it up. Do the same with the rain fly	Take a blanket and demonstrate how to fold it in thirds lengthwise. Have students roll the blanket as tightly as they can to make it as small as possible.
e. Carefully put the equipment into the tent bag	Ask students what they think would be the best order for packing the tent (smallest to largest or vice versa). Practice putting everything away so that it fits neatly.

SAMPLE SENTENCES UTILIZING THE SELECTED VOCABULARY

1. Take out all the **parts.**
2. Put down the **ground cover.**
3. **Set up** the **tent poles.**
4. Push the **poles through** the **loops.**
5. **Set up** the **tent.**
6. Put on the **tent cover.**
7. **Take down** the **tent.**
8. Pull out the **tent poles.**
9. **Fold** the **poles.**
10. Pick up the **ground cover.**
11. Put the **parts** in the bag.

CARE AND USE OF A SLEEPING BAG

Now that the tent is up, the students need to prepare a bed. A sleeping bag and an insulite pad will be sufficient. There are two types of sleeping bags from which to choose. The mummy bag is preferred due to the added protection it provides the camper's head.

Learning to use a sleeping bag is not difficult, but there are certain precautions that need to be taken. The campers should be instructed how to carefully zip and unzip the sleeping bag. While this skill may seem to be trivial, it will save both the campers and teacher a great deal of time repairing a stuck zipper, as well as ensure the comfort and safety of the students. It is also important to keep the sleeping bag clean and dry. The following skill section will provide information regarding care and use of a sleeping bag and should aid in the camper's total enjoyment of the outdoor experience.

Care and Use of a Sleeping Bag

Selected Vocabulary: sleeping bag, pad, zipper

Task Analysis The students will	**Teaching Suggestions**
1. Use the sleeping bag correctly	Demonstrate with the students' shoes what you mean by untying the sack and sleeping bag.
a. Either untie the sleeping bag or the sack it is in	
b. Place an insulite pad on the floor of the tent	
c. Unroll the sleeping bag on top of the pad	Help the students locate the head of the sleeping bag and place it at the top of the pad. Then unroll it from there.
d. Unzip the sleeping bag halfway	Take one of the student's hands and hold the sleeping bag next to the zipper. Then take the zipper with the other hand and pull it down slowly.
e. Crawl in and zip up the sleeping bag	Have the students practice getting in and out of the sleeping bag without rolling or bunching it up.
2. Store the sleeping bag properly	
a. Before rolling it up, be sure to shake it clean of dirt and leaves	Have students practice shaking a bed sheet or parachute to get the idea of shaking a sleeping bag.
b. Check inside the sleeping bag to be sure nothing is left in it	
c. Zip up the sleeping bag all the way	Be sure students are careful not to get the zipper stuck. If the zipper stops, have them go backwards, straighten the zipper, and try again.
d. Fold the sleeping bag in half lengthwise	
e. Carefully roll the sleeping bag up as tightly as they can	Have students practice with the sleeping pad first. Show them how the pad looks when it is rolled up loosely and when it is rolled up tightly. Ask which is better.
f. Tie the sleeping bag up, or put it in the stuff sack and close the sack	Have students put the sleeping bag between their legs to keep it from unrolling and then tie it. Have students work in pairs with one holding the stuff sack and the other putting the sleeping bag in the sack.

SAMPLE SENTENCES UTILIZING THE SELECTED VOCABULARY

1. This is your **sleeping bag.**
2. This is your **pad.**
3. Put down the **pad** first.
4. Open the **sleeping bag.**
5. Roll up the **sleeping bag.**
6. Open the **zipper** on the **sleeping bag.**
7. You sleep on top of the **pad.**
8. You sleep inside the **sleeping bag.**

HIKING

Enjoying the outdoors would not be complete without a chance to walk through and enjoy nature's kingdom. Hiking is not only pleasurable but can be healthy as well, so this particular section of *Camping Out* is very important to the individuals participating in it.

Safety is a key factor in successful hiking, and considerable attention should be given to instructing the campers in hiking safety. The following skill section emphasizes the important rules to remember when hiking. Following these safety rules hopefully will ensure that the campers' hiking experience will be an enjoyable one.

The campers need to dress appropriately when hiking. The existing weather conditions will determine the amount of clothing needed, but above all else the campers should wear comfortable clothing. Appropriate footwear can be sneakers or tennis shoes or, when hiking over more difficult terrain, hiking boots that offer ankle support.

Hiking

Selected Vocabulary: hiking, hike, safety, safe

Task Analysis The students will	**Teaching Suggestions**
1. Prepare for a hike	
a. Select appropriate shoes	Show students a variety of shoes (ballet, basketball, high heels) and ask them to decide which ones are best and why. Explain the importance of sturdy yet comfortable shoes.
b. Select appropriate clothes and dress in layers	Have students go for a walk around school in heavy winter clothes (in the spring) and ask how they feel. Explain the importance of having the correct clothes and dressing in layers. Have the class list clothing that might be appropriate to take or choose pictures of appropriate clothing. Discuss each item on the list. Ask students to predict what might happen if they forgot particular items (such as rain gear).
2. Practice hiking over rough terrain	
a. Help each other along the trail	In the gymnasium, classroom, or dorm, set up an obstacle course to be traversed by the class. Include such obstacles as (1) climbing over a large rock (use a balance beam), (2) walking on rocks across a stream (use different sized carpet squares with towels underneath them to give the sensation of instability), and (3) climbing up the side of a hill (use a nesting chamber).

Task Analysis	Teaching Suggestions
b. Never try to hike in dangerous areas c. Always be able to see one another. PAY ATTENTION!	Have pictures of things such as waterfalls, mountains, cliffs, and large rivers and discuss whether or not these would be safe to hike across.
d. Choose a leader and a trailer	Practice hiking around school, making sure that everyone in the group can see one another. Have the students take turns being leaders and trailers and making sure everyone stays in eyesight.
e. Be sure to take occasional rests	
3. Practice safety rules when hiking.	
a. Be careful when turning over rocks and pieces of wood	Take cut-out pictures or rubber replicas of spiders, snakes, and lizards and place them under rocks or wood outside the gym or classroom. Then have the students go out and practice carefully turning over the rocks and pieces of wood.
b. Avoid going near or touching animals	
c. Tell the teacher immediately if they are bitten by an insect or animal	Role-play a situation with another adult in which one of you is bitten by a rubber snake or spider. Depict two outcomes, one where the bitten adult does not report the bite and becomes sick and the other where the bitten person reports it to the leader and gets prompt medical attention.
d. Avoid getting wet when hiking	

SAMPLE SENTENCES UTILIZING THE SELECTED VOCABULARY

1. We will **hike.**
2. Remember the **safety** rules.
3. Don't **hike** in water.
4. Be **safe** on the **hike;** don't touch animals.
5. Today we are **hiking.**

CARE AND USE OF A DAYPACK OR BACKPACK

It is often necessary to bring along additional equipment, clothing, water, and food on a hike. It is much easier to place these items in a pack and carry them on your back rather than in a paper bag or stuff pack. The two categories of packs are daypacks and backpacks. The same sign will be used to represent both of these packs. The type of pack you choose will depend on the amount of equipment to carry, the type of hike planned, and the skill level of your campers. The *Camping Out* program takes into account the use of both types of packs (see the Continuum of Outdoor Experiences). It is recommended that you begin with daypacks and build up to backpacks, which can take some getting used to.

As with sleeping bags, care needs to be taken with the zipper on a pack. Instruct your campers to use caution when zipping and unzipping the pockets and to be sure to close all the pockets. Nothing is worse than depending on certain supplies and then finding them missing because a zipper was stuck open.

Care and Use of a Daypack or Backpack

Selected Vocabulary: daypack, backpack, zipper

Task Analysis The students will	**Teaching Suggestions**
1. Use the pack appropriately	
a. Zip and unzip all the compartments	Take the student's hand and slowly zip and unzip the various compartments on the pack. Proceed to the students doing this by themselves.
b. Put on the pack	Have the students put the pack on backwards and upside down to experience the wrong way of putting on the pack.
c. Tighten or loosen the straps to ensure a comfortable fit	With the pack on, take the student's hands and demonstrate how to tighten and loosen the straps in order to find the most comfortable position.
d. Take off the pack	
2. Care for the pack properly	
a. Tightly seal any containers holding liquid	Practice tightening the lids or tops of canteens and plastic bottles so that nothing leaks out. Fill a bottle with water. Demonstrate that the water leaks out if the lid is not closed properly.

Task Analysis	Teaching Suggestions
b. Keep food and clothing in separate pockets	
c. Pack all items carefully and neatly	Show the students a pack that has been packed neatly and one that has been packed sloppily and ask which one is better. Then practice packing a backpack with the students.
d. Clean out the pack completely after use	Have students turn all the compartments inside out and shake any dirt and other material out of the pack. If a pack is wet, hang it to dry.

SAMPLE SENTENCES UTILIZING THE SELECTED VOCABULARY

1. This is your **daypack/backpack.**
2. Carefully open the **zipper.**
3. Open the **daypack/backpack.**
4. Close all the **zippers.**
5. Clean your **daypack/backpack.**

BUILDING AND PUTTING OUT A CAMPFIRE

Few activities are more enjoyable than sitting around a campfire toasting marshmallows and sipping hot chocolate. Of course, you do need to have a campfire. This section of the *Camping Out* program will ensure that the campfire is built properly and safely.

Quite obviously safety is an area that warrants a great deal of attention when dealing with a fire of any kind. The campers must be made aware of the possible dangers to themselves, others, and the surrounding environment when lighting and extinguishing a fire. Teaching and enforcing safety rules will ensure a safe and enjoyable experience around the campfire for everyone.

Selected Vocabulary: wood, campfire, put out, water, shovel

Task Analysis	Teaching Suggestions
Building a Campfire	
The students will	
1. Find appropriate materials to build a fire	
a. Identify materials that can be used to build a campfire	Conduct a scavenger hunt and have your students search around the school for materials they think would be appropriate for making a fire. When all materials have been brought back, lead a group discussion. Show students that materials such as *dead* twigs and branches are good for making a fire, and the other materials are inappropriate.
b. Recognize the difference between dead and living wood	Take a nature walk and explain that some wood is dead (like that lying on the ground with no leaves on it), and other wood is still alive (such as trees that have green leaves or needles on them). Emphasize that you only use *dead* wood for building a fire. Have students cut out pictures of materials that could be used for building a fire. Also have them pick out the correct pictures from a group of pictures.
c. Pick up various sizes of dead wood for use in making the fire	On a nature walk, ask students if the very smallest twigs are any good in making a fire. Then explain that twigs are very important in starting the fire and that they will need all shapes and sizes of wood.
d. Find dry paper	Soak paper in water and demonstrate that it will not burn. Explain that you need dry paper to start a campfire.
2. Find an appropriate area to build a campfire	
a. Look for level ground	Take students out on a nature walk and explore various locations for a fire, including one on a hill. Have the students determine reasons not to build a fire on the side of a hill.
b. Be sure the fire is not close to grass, trees, or plants that might catch fire	Select a campfire site that is in a dangerous location (such as close to dry grass or bushes) and discuss why it is dangerous.
c. Find large rocks to encircle the campfire	

Task Analysis	Teaching Suggestions
3. Build the fire	
a. Tear the paper into strips and lay it where the fire is to be started	Have students practice tearing paper into thin strips that would catch fire easily.
b. Place the smallest and thinnest twigs in a *tepee* shape over the paper	With pencils, pick-up sticks, or real twigs, have students practice making a tepee.
c. Once the paper and twigs are on fire, slowly add progressively bigger pieces of wood	Demonstrate to the students how large pieces of wood can put out a small fire by taking a large piece of wood and setting it on a piece of paper that is on fire.
d. Add large pieces of wood only as you need them	Explain to the students that once the fire is going very well, they should only put large chunks of wood on it rather than wasting the smaller pieces. The small pieces should be saved for starting another fire or for when the fire is about to go out.

Putting Out a Campfire

The students will	
1. Locate the appropriate equipment and materials for putting out the fire	
a. Find a shovel	Provide a number of different types of equipment (rake, hoe, shovel, and so on). Have students try each one to determine which would be the best.
b. Find water	
2. Put out the fire	
a. Pour water on the fire	Take grass cuttings or leaves and place them on the ground in a small circle. Have students practice pouring water on the leaves. Then try to dig the dirt under the leaves and mix them both together. It may be necessary to start with sand, which is easier to dig and turn over.
b. Take the shovel and throw dirt on the fire. Then dig under the fire and mix the ashes with dirt	
c. Repeat steps (a) and (b) until the fire site is completely soaked and mixed together	
d. Make sure the fire is out	

SAMPLE SENTENCES UTILIZING THE SELECTED VOCABULARY

1. Find dead **wood.**
2. Build a **campfire.**
3. Be careful near the **campfire.**
4. **Put out** the fire.
5. Use the **shovel.**
6. Find some **water.**

DAILY LIVING SKILLS

Many skills included in an outdoor education experience are also practiced in the students' daily lives. Camping provides an excellent medium in which to generalize daily living skills that continually must be developed and refined. Sometimes a particular skill needs to be performed in a different manner or in different settings with different kinds of equipment when camping. Thus the students can learn that brushing one's teeth is performed not only in the bathroom but can be performed out of doors as well. This is an important point because mentally handicapped students frequently are taught to perform certain skills in one environment and never learn to generalize these skills to other appropriate situations and settings. Including daily living skills in the *Camping Out* program teaches necessary skills for camping and also provides the opportunity for students to generalize these skills across different settings. Three types of daily living skills can be included in the *Camping Out* program: (1) personal hygiene, (2) meal preparation, and (3) organizational skills.

Personal hygiene includes the following skills:

1. Washing hands and face
2. Toileting (This may require additional instruction if the campground does not have outhouses or toilets.)
3. Brushing teeth
4. Combing hair
5. Dressing and undressing (and remembering to put on clean clothes each day)
6. Menstrual care, when necessary

Meal preparation includes the following skills:

1. Assisting in the selection of appropriate cooking utensils
2. Assisting in the mixing and preparation of ingredients
3. Demonstrating an appropriate sense of caution around the cooking area
4. Preparing an entree to serve at one meal
5. Serving the campers appropriately at mealtimes
6. Storing excess food appropriately
7. Cleaning and drying all dishes used at a meal

Organization includes the following skills:

1. Selecting an area in the tent for one's own use
2. Keeping all personal items organized in that area of the tent
3. Caring for the camping equipment given them
4. Caring for the items included in the mess kit, if appropriate
5. Neatly packing all personal items and camping equipment when preparing to leave a campsite

This section does not present task analyses and teaching suggestions for each skill. Because these skills must be taught every day in the student's educational setting, the appropriate methods and analyses already should have been implemented. You need only present and demonstrate these daily living skills in an outdoor setting. However, the Daily Living Skills section is a very important part of the *Camping Out* program. Performing these daily living skills in a different setting should assist in generalizing them to a variety of situations. This is a key to the social and behavioral development of these children.

Recordkeeping

The following section is provided to assist in monitoring the progress of children participating in the *Camping Out* program. These assessments cover all skill areas contained in the program, including daily living skills.

The Assessments are designed to record the skills of an individual student in all content areas of the program. They can be sent to parents or classroom teachers to inform them of progress in the program or placed in the student's educational file. There are separate Skill Checklists for each skill area included in this program. These checklists have space to track the performance of several students at a time. They can be used by an instructor to monitor the class during a daily or weekly teaching sequence.

It is recommended that the instructor use the following system to record varying levels of abilities:

1 = The student can perform the skill independently.

2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.

3 = The student requires physical assistance or close monitoring to perform the skill.

1a. Setting Up a Tent

_____ Takes equipment out of storage bag

_____ Spreads ground cover

_____ Places tent on ground cover and unrolls it

_____ Assembles tent poles

_____ Slides tent poles through tent loops

_____ Fits ends of tent poles into pockets

_____ Raises tent into finished position

_____ Stakes designated locations of tent

_____ Places rain fly on tent

1b. Taking Down a Tent

_____ Cleans out inside of tent

_____ Disconnects and removes rain fly

_____ Removes tent poles from pockets

_____ Pulls tent poles out through loops properly

_____ Folds tent poles

_____ Folds and rolls up tent

_____ Folds and rolls up rain fly

_____ Packs away all tent equipment neatly

2. Care and Use of a Sleeping Bag

_____ Carefully removes sleeping bag from stuff sack and unties it

_____ Places sleeping pad in tent

_____ Unrolls sleeping bag on top of pad

_____ Zips and unzips bag as needed

_____ Gets in and out of sleeping bag correctly

_____ Cleans out sleeping bag before rolling it up

_____ Rolls up sleeping bag tightly and neatly

_____ Packs sleeping bag into stuff sack

_____ Rolls up sleeping pad tightly and neatly

3. Hiking

_____ Selects appropriate clothes for hiking

_____ Stays with group and avoids dangerous areas

_____ Takes occasional rests

_____ Carefully turns over rocks and pieces of wood

_____ Does not try to pick up or touch animals or insects

_____ Avoids walking in water

4. Care and Use of a Backpack or Daypack

_____ Uses zippers appropriately

_____ Fills the pack carefully and neatly

_____ Puts on pack correctly

_____ Tightens straps correctly

_____ Takes pack off correctly

_____ Cleans out pack and stores it neatly

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5. Building and Putting Out a Campfire

_____ Selects appropriate materials for building campfire

_____ Selects appropriate area to build campfire

_____ Demonstrates correct procedure for building campfire (starting with smallest pieces)

_____ Demonstrates necessary safety skills around campfire

_____ Recognizes when campfire may need more wood

_____ Selects appropriate tools and materials for extinguishing campfire

_____ Follows proper procedure when putting out campfire

_____ Determines when campfire is completely extinguished

6a. Personal Hygiene

_____ Washes hands and face at appropriate times

_____ Displays appropriate toileting skills

_____ Brushes teeth at appropriate times

_____ Combs or brushes hair as needed

_____ Displays appropriate dressing and undressing skills

6b. Meal Preparation

_____ Assists in selection of cooking utensils

_____ Assists in mixing ingredients and preparing an entree

_____ Demonstrates appropriate sense of caution around cooking area

_____ Prepares entree to be served at one meal

_____ Appropriately serves campers at mealtime

_____ Stores excess food appropriately

_____ Cleans and dries all dishes

6c. Organizational Skills

_____ Selects area of tent for own use

_____ Keeps all personal items organized in that area

_____ Cares for camping equipment provided

_____ Maintains and cares for all items in mess kit

_____ Neatly packs all personal items and camping equipment when preparing to leave

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Date: _____

SKILL CHECKLIST—Setting Up the Tent

Name																		
Takes equipment out of storage bag																		
Spreads ground cover																		
Places tent on ground cover and unrolls it																		
Assembles tent poles																		
Slides tent poles through tent loops																		
Fits ends of tent poles into holding pockets																		
Raises tent into finished position																		
Stakes designated locations of tent																		
Places rain fly on the tent																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____ SKILL CHECKLIST—Taking Down the Tent

Name																		
Cleans out inside of tent																		
Disconnects and removes rain fly																		
Removes tent poles from pockets																		
Pulls tent poles out through loops properly																		
Folds tent poles																		
Folds and rolls up tent																		
Folds and rolls up rain fly																		
Packs away all tent equipment neatly																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____ SKILL CHECKLIST—Care and Use of a Sleeping Bag

Name																			
Carefully removes sleeping bag from stuff sack and unties it																			
Places sleeping pad in tent																			
Unrolls sleeping bag on top of pad																			
Zips and unzips sleeping bag as needed																			
Cleans out sleeping bag before rolling it up																			
Rolls up sleeping bag tightly and neatly																			
Packs sleeping bag into stuff sack																			
Rolls up sleeping pad tightly and neatly																			

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____

SKILL CHECKLIST—Hiking

Name																		
Selects appropriate clothes for hiking																		
Stays with the group and avoids dangerous areas																		
Takes occasional rests																		
Carefully turns over rocks and pieces of wood																		
Does not try to pick up or touch animals or insects																		
Avoids walking in water																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____ SKILL CHECKLIST—Care and Use of a Daypack or Backpack

Name																		
Uses zippers appropriately																		
Fills the pack carefully and neatly																		
Puts on pack correctly																		
Tightens straps correctly																		
Takes off pack correctly																		
Cleans out pack and stores it neatly																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____ SKILL CHECKLIST—Building and Putting Out a Campfire

Name																		
Selects appropriate materials for building campfire																		
Selects appropriate area to build campfire																		
Demonstrates correct procedure for building campfire																		
Demonstrates necessary safety skills around campfire																		
Recognizes when campfire needs more wood																		
Selects appropriate tools and materials for extinguishing campfire																		
Follows proper procedures when putting out campfire																		
Determines when campfire is completely extinguished																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____

SKILL CHECKLIST—Personal Hygiene

Name																			
Washes hands and face at appropriate times																			
Displays appropriate toileting skills																			
Brushes teeth at appropriate times																			
Combs or brushes hair as needed																			
Displays appropriate dressing and undressing skills																			

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____

SKILL CHECKLIST—Meal Preparation

Name																		
Assists in selection of cooking utensils																		
Assists in mixing ingredients and preparing an entree																		
Demonstrates appropriate sense of caution around cooking area																		
Prepares entree to be served at one meal																		
Appropriately serves campers at mealtime																		
Stores excess food appropriately																		
Cleans and dries all dishes																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Date: _____

SKILL CHECKLIST—Organizational Skills

Name																		
Selects area of tent for own use																		
Keeps all personal items organized in that area																		
Cares for camping equipment provided																		
Maintains and cares for all items in mess kit																		
Neatly packs personal items and camping equipment when preparing to leave																		

Comments:

Recommended Scoring:
1 = The student can perform the skill independently.
2 = The student performs the skill close to the accepted standard but continues to require some guidance or instruction.
3 = The student requires physical assistance or close monitoring to perform the skill.

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Implementing the Program

This section provides information that will be useful in setting up an outdoor education program and planning for an outdoor experience. The information will assist you in teaching the selected vocabulary, purchasing necessary equipment, choosing an appropriate type of outdoor experience, selecting a campsite, and preparing for a camping trip.

SUGGESTIONS FOR TEACHING THE VOCABULARY

The vocabulary associated with *Camping Out* can be fun to learn as well as beneficial. A list of suggested activities for teaching the target vocabulary, applicable to any skills unit, will follow. The suggestions can be implemented in the classroom or physical education class, the dormitory, and at home. Do not feel limited to these suggested activities. They are presented merely to assist teachers, dorm parents, and natural parents in developing appropriate language and vocabulary skills for outdoor activities.

The set of flash cards corresponds to the selected vocabulary from each skill section. Each card depicts the printed word on one side and a picture representing the meaning of the word on the other. Use the picture, the printed word, or both as appropriate for the skill level of your students. You can line up several cards (on a bulletin board or chalk rail) to create sentences. (Zip up the sleeping bag, for example.) These vocabulary cards are a key component of the *Camping Out* program. They should be used by instructors from all disciplines to teach the vocabulary students will need to participate successfully in the program.

Suggested Activities

1. *Associate each word with its meaning*

   Display the word cards associated with the skill section you are teaching. Have the students pick the correct word when shown a piece of equipment or an action. If they select an incorrect word, be sure to show them the correct word and match it with the action. Encourage the students to label the action or equipment, either verbally or in sign. Also present the students with a word (written or spoken, depending on the level of the group) and ask them to identify the equipment or pantomime the action it signifies.

2. *Fill in the blank*

   Present an incomplete sentence verbally or in writing and ask the students to fill in the blank with the correct word. For example, "You sleep in a _____."

3. *Describe each word*

   The teacher or a student should draw a card, covering the word so that no one can see it. The person describes the picture on the card, and the class must guess what word is being described.

4. *Talk about pictures*

   Show the students pictures that relate to camping or outdoor activities. Have one person describe the picture or make up a story about it. Display the target vocabulary words where this student can refer to them. Encourage the child to use these words, perhaps awarding a point for each word used. Students can compete to see who can earn the most points. Another activity is to have the entire class make up the story or description. Each student contributes one piece of information.

5. *Word relays*

   Make duplicate copies of the word cards. Line up the two sets of cards, for example on the floor or a chalk rail. Have a team of students stand in single file opposite each set of words. The teacher holds up a piece of equipment, pantomimes an action, signs, or says a word. The first student in each line runs across the floor, picks the correct word card and runs back. The first student to get back in line with the correct word earns a point for their team.

6. *Fill in the missing letters*

   Take a word and write it on the board, leaving out selected letters (for example, t__ n__), then pick up that piece of equipment or perform the action. Ask the students to fill in the missing letters of the word. It may be necessary to use progressions with this activity in order to develop the students' word recognition skill (for example, t__ nt, t__ n__ , t__ __ __).

7. *Hangman*

   In this activity, the students are required to spell a word that relates to one of the pieces of equipment or actions. Whenever the student picks an incorrect letter, one piece of the hangman's gallows is added. Students keep attempting to spell the word until either the word is spelled correctly or the hangman's gallows is completed.

8. *Fill in the missing words in a story*

   Develop a story (in paragraph form) that pertains to one or more of the skills involved in the *Camping Out* program. Omit the vocabulary that is from the program. Then read the story with the class and have them fill in the words from a list of words on the blackboard.

9. *Building sentences*

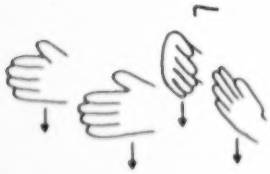
   A student picks one of the selected words and uses it in a sentence with help from the teacher as needed (see sample sentences). Start with two- or three-word sentences and build to more complex sentences, depending on the functioning level of the students.

10. *Spell the word relays*

    This activity is similar to word relays, only in this relay the team must work together to spell the word. You will need to construct letter cards for each letter of the alphabet or have the class construct them as a separate activity. The first member in the team runs down to a group of letters and selects the first letter in the word, runs back, and puts the letter on a table. The student then tags the second person, who runs down, picks the second letter, and so on until the word is completed. Some members of the team may need to go twice in order to complete the word. The first team to finish the word wins.

BACKPACK

BACK: Move the right hand over the right shoulder and tap the back.

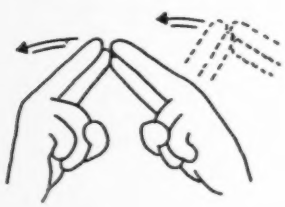


PACK: Hold both open hands with palms facing and fingers pointing away from the body. Drop them simultaneously an inch or two. Then turn both hands so that the palms face the body, with one hand in front of the other. Again drop the hands an inch or two simultaneously in this new position.

CAMPFIRE

Place the bent hands in front of the body, palms facing up. Wiggle the fingers while moving first one hand upward, then the other.

CAMPING



Place the tips of the **V** hands together as in *tent* and repeat several times while moving the hands to the right.

OR

Make the sign with the index and little fingers touching.

ENJOY

Rub the chest in a circular motion with the open hand.

FOLD

Hold the open hands in front of the body with the fingers pointing out and the palms at right angles to each other. The little finger edges of the palms should be touching. Close the palms with the right hand over the left, as if folding something over.

FUN

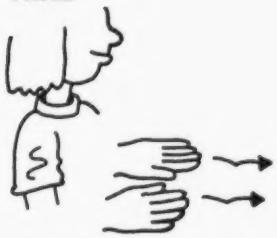
Using the right hand, brush the tip of the nose with the tips of the **N** fingers. Then place these fingers on the tips of the left **N.**

GROUND COVER

GROUND: Rub the thumb and fingertips of both hands together as if feeling soil. Then make a counterclockwise circle with the right open hand, palm facing down.

COVER: Curve both hands with the palms facing down. Slide the right hand over the back of the left hand in a counterclockwise circular motion.

HIKE



The sign is the same as *walk*. The hands should be open with the palms facing down. Alternately move the hands in a forward and downward direction.

LEARN

Hold out the left hand with the palm up and the fingers facing away. Make a motion with the right hand as if taking something out of the left hand and placing it on the forehead.

LOOP

Fingerspell

OUTSIDE

The right hand begins pointing downward in an open *and* position. It closes to the *and* position as it is drawn upward through the left **C** hand. The left hand then closes to an **O.**

PAD Fingerspell

PARTS

The left hand is open, palm facing upward. The open right hand, palm facing left, moves in a circular motion toward the body over the left palm.

POLES Fingerspell

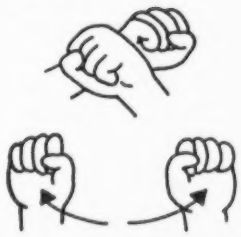
PUT OUT

This is an informal sign for *finished.* Hold the *five* hands in front of the body with the palms facing and shake them.

RELAX

Cross the arms in front of the chest with one on top of the other.

SAFETY

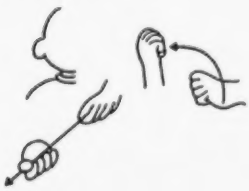


Cross the **S** hands in front of the body. Then swing them apart so the fists are facing outward.

SET UP

Position both hands with the fingertips pointing down and touching. Then move them until the fingertips point upward. The fingertips should remain touching.

SHOVEL



Place both hands in the **A** position as if grasping an imaginary shovel. The right hand is facing up and the left hand facing down. They pantomime the movement of digging earth and then tossing it aside.

SKILLS

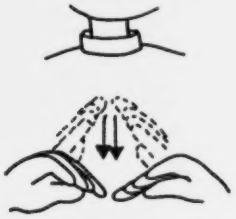
Grasp the lower edge of the left open hand with the right fingertips, then pull the right hand away.

SLEEPING BAG

SLEEP: Draw the open fingers of the right hand down over the face. Close them into the *and* position near the chin while bowing the head slightly.

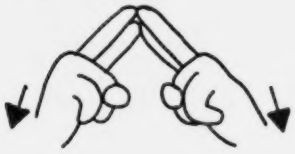
BAG: Fingerspell

TAKE DOWN



The open hands point diagonally upward with the tips touching in an inverted **V** shape. Then suddenly move them downward to a bent position.

TENT



Place the tips of the **V** fingers together. Then draw them down and apart, tracing the shape of a tent.

THROUGH

Position the left open hand with the palm facing you. Draw the right open hand forward between the index and middle fingers of the left hand.

WATER

Using the index finger of the **W** hand, strike the side of the mouth several times.

WOOD

Make a sawing motion with the little-finger side of the open right hand against the back of the open left hand.

ZIPPER

Fingerspell

OR

Holding the thumb and forefinger in a pincer grasp, indicate the motion of opening and closing a zipper.

A CONTINUUM OF OUTDOOR EXPERIENCES

Just as a continuum of alternate placements assists in finding a handicapped student's least restrictive learning environment, so too will a progression of outdoor experiences help to determine the most appropriate setting for your students to enjoy the outdoors. This also allows students with a wide range of disabilities to participate in the program. Finally, the continuum of outdoor experiences helps the student progress toward more demanding types of outdoor experiences. The students will develop outdoor skills, confidence, and language in an orderly, natural progression.

The following continuum progresses from outdoor experiences that take place under the most controlled conditions to experiences that require the students to perform many skills independently. Adapt these suggestions as needed to provide outdoor experiences that are appropriate and worthwhile for your students.

1. The students go on a hike around the school.
2. The students go to a state-run park for a day hike. This hike can include preparing a meal such as lunch or dinner.
3. The students *camp out* overnight in tents erected outside the school dormitories (or someone's home). The students can go on a hike around the school grounds to search for wood to use in building a fire. The fire need not be started, but the students can practice building the *tepee* of twigs to make sure they understand the concept of starting with the smallest twigs and progressing to larger pieces of wood.
4. The students go on an overnight camp out at a state-run park that provides toilet facilities and running water. The students should help to erect and take down their tents. They also should use and care for their own sleeping bags. This trip can include hiking (using daypacks), preparing a meal, and building a campfire (if permitted).
5. The students camp in a more remote recreational area without bathroom facilities or running water. It will be necessary to pack in all the water that is required for the group. This trip can last for up to three days (two nights of sleeping in tents) and can include two hikes. One of the hikes can include trying on backpacks if desired. Another hike can be a wood-gathering expedition to find firewood. Students should be given the opportunity to try to build a fire (with close supervision) and to put out the fire before leaving. The students should receive only minimal help in setting up their own tents and rolling out their sleeping pads and bags. They also can be assigned to meal groups, with each group responsible for helping to prepare and serve a meal and clean up after the meal.
6. The students go on a day hike using backpacks. The backpacks should carry everything that would be needed for an overnight backpacking trip. The students should learn how to pack a backpack and practice doing it several times before leaving on the trip. On the hike, students can prepare a meal on one-burner stoves using dehydrated food. Watch the students carefully to ensure that no one becomes overly fatigued.

7. The students go on the most challenging outdoor trip of all, a backpacking expedition into an area that has some type of water source (such as a creek or lake). It can last anywhere from two to four days. The students will need to pack in tents, sleeping bags, food, and cooking equipment. If possible, they should have an opportunity beforehand to practice carrying backpacks of the approximate weight they will have to carry on the trip. They should develop a menu for the trip with assistance. Once again students should be assigned to meal groups so that everyone has the opportunity to prepare, serve, and clean up at least one meal on the trip.

SELECTING A CAMPSITE

The campground you select for your outdoor experience depends on a number of factors:

1. The physical abilities of your campers
2. The daily living skills they have
3. The activities planned for the outdoor experience
4. Access to a hospital or telephone in case of emergency

Many state-run campgrounds provide fresh running water. This eliminates the need to pack in water, which can be burdensome and messy. Choose a campground with toilet facilities that are appropriate to the campers' abilities and the skills you would like them to develop. Established campgrounds usually provide toilet facilities, and some provide hot and cold running water and showers as well.

Also select your specific campsite carefully. The campsite should accommodate all the tents on a level area of dirt or grass. All campers and tents should be within eyesight, for obvious safety reasons. A nearby stream or lake adds to the aesthetics of the site and provides a readily accessible source of water. Remember to sterilize the water before use. Consider the proximity of the campsite to hiking trails. With young or novice campers, you will want to be close to trails. Then the hikers will not tire themselves out before reaching the trail and the campsite can be reached quickly if there is an emergency. Finally, it is extremely important to ensure the campers' safety. Avoid campsites that have potentially dangerous situations, such as a nearby cliff or a fast-running river with steep or slippery banks.

It may take considerable investigation and advance planning to find an appropriate campsite for your group. It may not be possible to locate a campsite that meets all your criteria. However, careful planning will ensure a safe and enjoyable outdoor experience for participants and staff alike.

RECOMMENDED EQUIPMENT

The equipment used for any type of outdoor experience should be as reliable as possible. Select camping equipment carefully to ensure the safety and protection of those who will be using it. Camping equipment that is both dependable and economical is available. Whenever possible, compare costs of equipment and consult a salesman who is both experienced and knowledgeable in the area of camping and hiking.

The following is a basic list of pieces of equipment that are important for carrying out the *Camping Out* program. This list briefly describes each piece of equipment with the important features to keep in mind when selecting it. Following the equipment inventory is a range of prices for each piece of equipment. Finally, there is a checklist of supplies that should be taken on a camping trip. This checklist includes personal items as well as camping equipment and should be used when planning an outdoor experience.

The following equipment should be included in your outdoor education inventory. Included in the description of each piece of equipment are a few important characteristics to keep in mind when purchasing that item.

Tents (2- to 3-person or 4- to 6-person capacity)

Here are important considerations to keep in mind when selecting a tent (Fletcher 1984):

1. number of people to be housed
2. weight
3. degree of protection from the rain
4. stability in wind
5. reliability
6. difficulty of erection in both good and bad weather
7. ease of access
8. roominess
9. cost
10. freedom from condensation

Several types of tents are available, including A-frames, hoop tents, dome tents, Goretex® tents, and bivouac tents. Dome tents are recommended because they offer a lightweight, easy-to-erect, roomy structure. It is also easy to get in and out of them. One important consideration is that, because of their lightweight construction, dome tents must be firmly anchored to the ground.

Sleeping Bags

The choices for sleeping bags are either the old rectangular-shaped sleeping bag or the mummy bag. The mummy bag is preferred because it protects the sleeper's head from losing heat.

An important criterion in selecting a sleeping bag is the lowest temperature at which it can be used with comfort (Fletcher 1984). Most, if not all, sleeping bags are sold with a minimum temperature rating. You must consider in what climate conditions you will be camping when you purchase your sleeping bags.

Sleeping Pads

Sleeping pads help prevent heat loss and also provide a small degree of comfort when sleeping on the ground. The degree of comfort and protection depends on the thickness of the pad. Sleeping pads are made of insulite and range in thickness from 3/16" to ½" (Fletcher 1984).

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*Goretex is a registered trademark of W. L Gore and Associates, Inc.

Packs

The *Camping Out* program describes two types of packs that can be used when hiking, daypacks and backpacks. The type of pack selected will depend on (1) the camper's skill level, (2) the camper's strength, and (3) requirements of the camping experience.

Daypacks are available in various sizes and conformations with a variety of pockets and zippers. Most daypacks rely on a simple shoulder strap harness which is adequate for light loads and also provides plenty of comfort (Fletcher 1984).

Backpacks come in external-frame, internal-frame, travel bags, and ultra-lightweight types. Most people choose between an external-frame and an internal-frame pack, with the external-frame pack being preferred. If a backpack is to be used in the *Camping Out* program, the external-frame pack is the easiest to fit and to use.

Cooking Equipment

Three types of cooking equipment are available: (1) cook sets, (2) cooking stoves, and (3) mess kits. Cook sets range from stainless steel to aluminum in construction and from four to six pieces in size. The stainless steel cook sets distribute heat more evenly, whereas the aluminum sets offer campers light yet strong utensils for cooking.

Cooking stoves come in one-burner, two-burner, and three-burner models. The cooking stove you choose depends on the type of camping you will be doing. For long-distance backpacking, the single-burner stoves are light, easy to carry, and very manageable. They often fit into one of the cooking pots. The two- and three-burner stoves work very well when the group is settled at a campsite and the stove does not have to be transported over a long distance.

Camp stoves can be fueled by tanks of liquid fuel or replaceable pressurized butane cartridges. The cartridge stoves are quicker and easier to operate. However, most camping experts choose the tank stoves for their reliability and performance.

Mess kits provide all the dishes a camper will need. As with cook sets, mess kits are constructed either of aluminum or stainless steel. Mess kits usually come with a covered carrying case, which makes for easy organization.

Lanterns

Lanterns, like cooking stoves, can be fueled either by liquid gas or butane. Battery-powered lanterns are also available. Criteria to keep in mind when selecting a lantern are ease in lighting, durability, and dependability. As with camp stoves, butane is generally quicker and easier to operate, whereas liquid gas is more reliable.

Flashlights

While flashlights may seem to be a trivial piece of equipment, anyone who has groped around in a darkened room knows just how valuable they can be. When packing a flashlight, make sure the batteries are working. Avoid buying flashlights on which the batteries cannot be changed. Dependability and durability are important points to keep in mind when selecting a flashlight.

First Aid Kit

First aid kits are a mandatory piece of equipment in any outdoor program. A well-stocked first aid kit is important, but be careful not to include a lot of unnecessary items. First aid kits can be purchased prepackaged, or you can stock your own. The following items should be in the kit (Fletcher 1984):

- a roll of 1" or 1½"adhesive tape
- a roll of 3" gauze
- a dozen adhesive bandages
- moleskin
- tweezers
- a pin
- a razor blade
- aspirin or aspirin substitute
- butterfly bandages
- antibacterial towelettes
- gauze pads

Other first aid equipment you may wish to carry includes:

- cold or allergy tablets
- first aid cream
- sunscreen and lip balm
- insect repellant
- triangle and ace bandages
- thermometer
- bandage compress

In some areas of the country, a snakebite kit also is recommended.

Shovel

A strong sturdy shovel is very handy for digging a latrine and for putting out the campfire. Collapsible shovels are both dependable and easy to store. A collapsible shovel is recommended over a regular shovel because of the ease with which it can be packed and carried.

Axe

An axe is optional equipment. It is needed only if firewood must be split. The blunt side of the axe also can be used to pound in the tent stakes.

PRICE RANGE OF CAMPING EQUIPMENT

These ranges reflect 1987 prices.

Equipment	Price Range
Tents	
2-3 person	$49.99 to $79.99
5-6 person	$99.99 to $159.99
Sleeping Bags	$29.99 to $59.99
Insulite Sleeping Pad	$8.99 to $12.99
Packs	
Daypacks	$5.99 to $27.99
Backpacks	$39.99 to $69.99
Cooking Equipment	
Cook sets	$13.99 to $44.99
Mess kits	$5.00 to $11.99
Cooking stoves	$25.99 to $68.99
Lanterns	$13.99 to $32.99
Flashlights	$3.99 to $23.00
First Aid Kit	$6.99 to $44.99
Shovel	$6.00 to $15.99
Axe	$7.50 to $22.99

CHECKLIST OF SUPPLIES

1. Basic

_____	_____	money/credit cards/licenses
_____	_____	notebook/pen
_____	_____	maps/guidebook/compass
_____	_____	nature books/pamphlets
_____	_____	camera/film/binoculars
_____	_____	vest/wet bag

2. Personal

_____	_____	toilet paper/tissues
_____	_____	hand towel/soap/lotion
_____	_____	toothbrush/toothpaste/mirror
_____	_____	comb/scissors
_____	_____	glasses/contact solution/case for contacts or glasses
_____	_____	shaving gear/tampons
_____	_____	day pack
_____	_____	tent/tarpaulin or plastic sheet
_____	_____	sleeping bag/insulite pad
_____	_____	canteen/thermos/plastic water carrier
_____	_____	sewing kit/clothespins
_____	_____	rope/pulley/shock cords
_____	_____	wire/repair hardware/tape
_____	_____	flashlight/bulbs/batteries
_____	_____	lantern/candles
_____	_____	sunglasses/case

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3. First Aid

_____ _____ first aid kit
_____ _____ allergy or cold tablets
_____ _____ vaseline/first aid cream
_____ _____ sun screen/lip balm
_____ _____ insect repellent
_____ _____ snakebite kit/sting medicine
_____ _____ ace/triangle bandages
_____ _____ bandage compress with tails
_____ _____ thermometer

4. Clothing

_____ _____ raingear/poncho
_____ _____ windbreaker/wind pants/jacket
_____ _____ boots/sneakers/socks/booties/wet boots
_____ _____ underwear/wool fishnet/long johns
_____ _____ wool turtleneck/long-sleeved shirt
_____ _____ wool hat/scarf/mittens/down vest
_____ _____ bandana/T-shirts/blouses/shorts
_____ _____ long pants/belt
_____ _____ swimsuit/goggles
_____ _____ dry, clean clothes for return drive

5. Eating

_____ _____ stove/fuel
_____ _____ matches/bellows/grill
_____ _____ cup/fork/spoon/dishes
_____ _____ plate/frying pan
_____ _____ pot set/gripper/can opener/spatula
_____ _____ dish soap/green plastic cup
_____ _____ plastic bags
_____ _____ scouring pad/dish towel

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campfire

backpack

fold

enjoy

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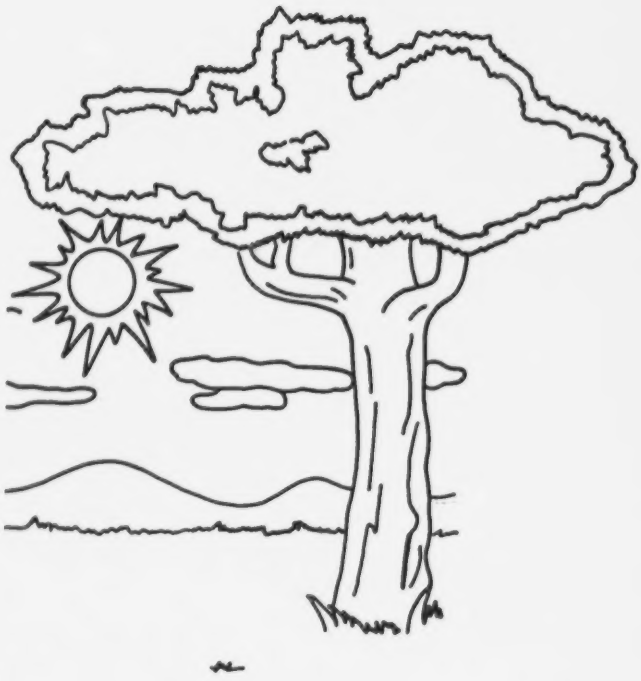
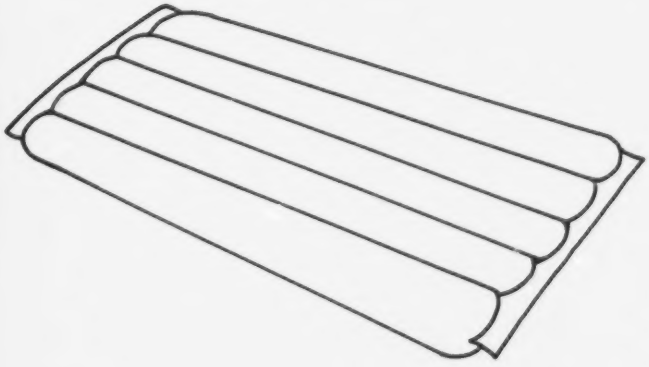
ground cover

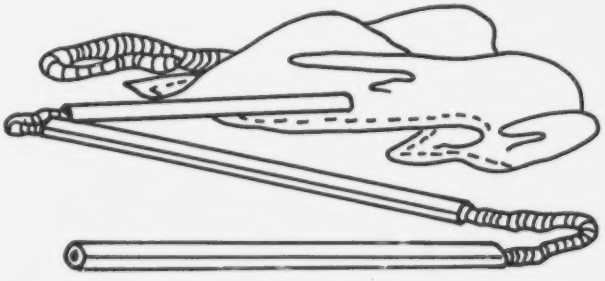
fun

learn

hike







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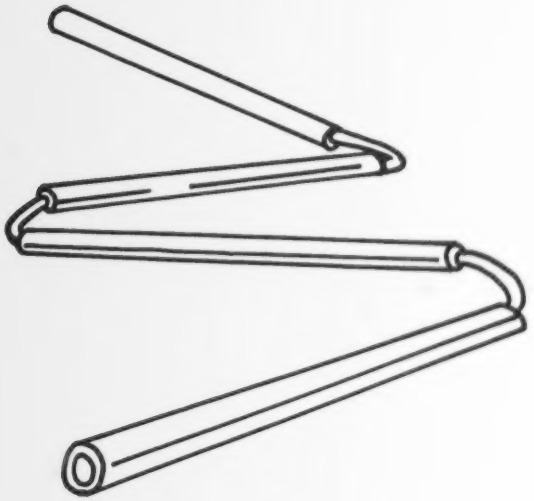
outdoors

loop

parts

pad



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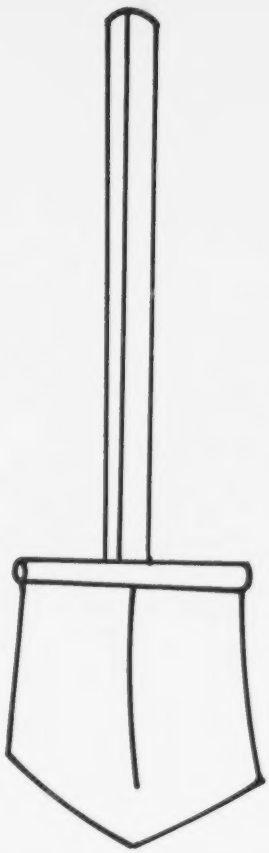
put out

poles

safety

relax



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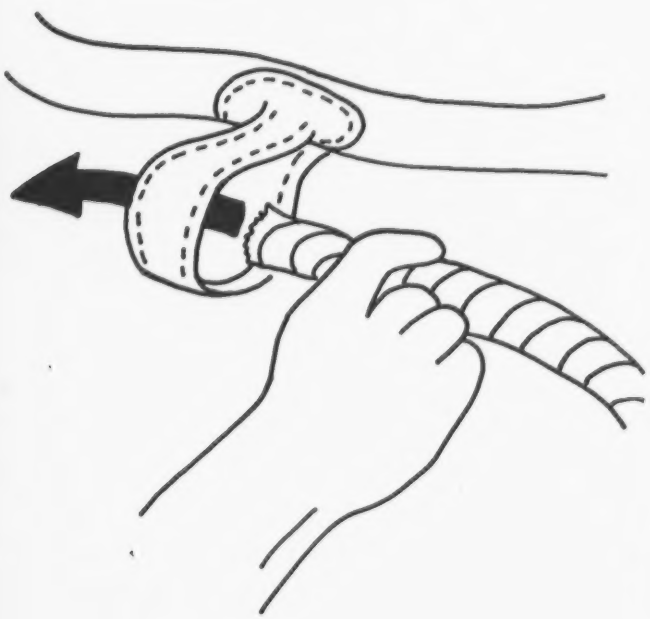
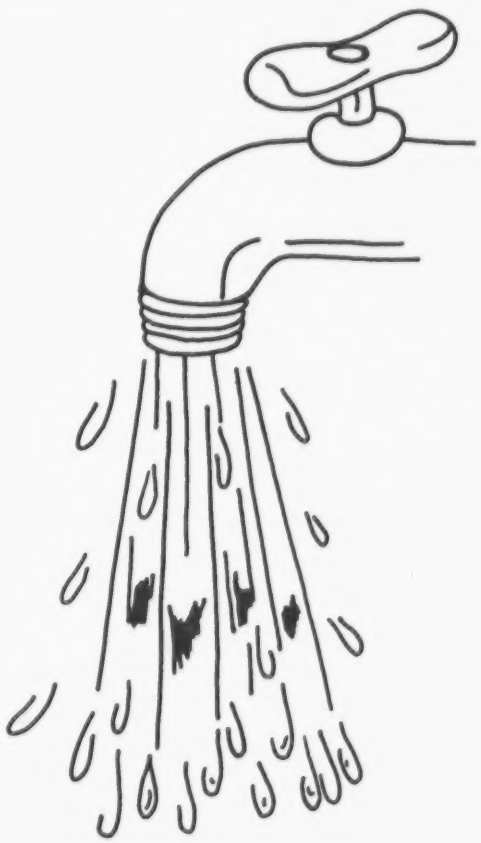
shovel

set up

sleeping bag

skills





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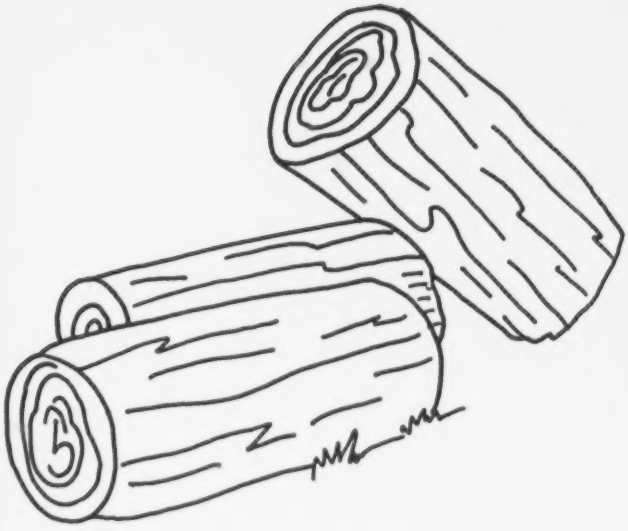
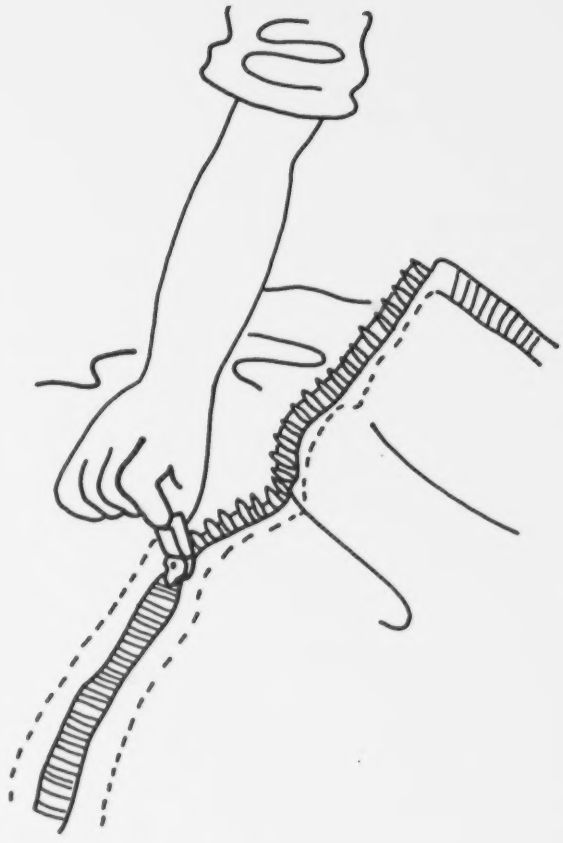
tent

take down

water

through





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zipper

wood

Try these resources with your hearing-impaired students . . .

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by Sandra D. Waling and Wayne Harrison

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